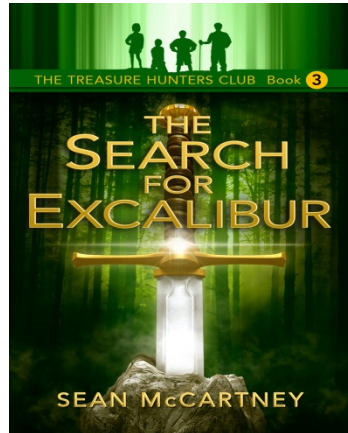
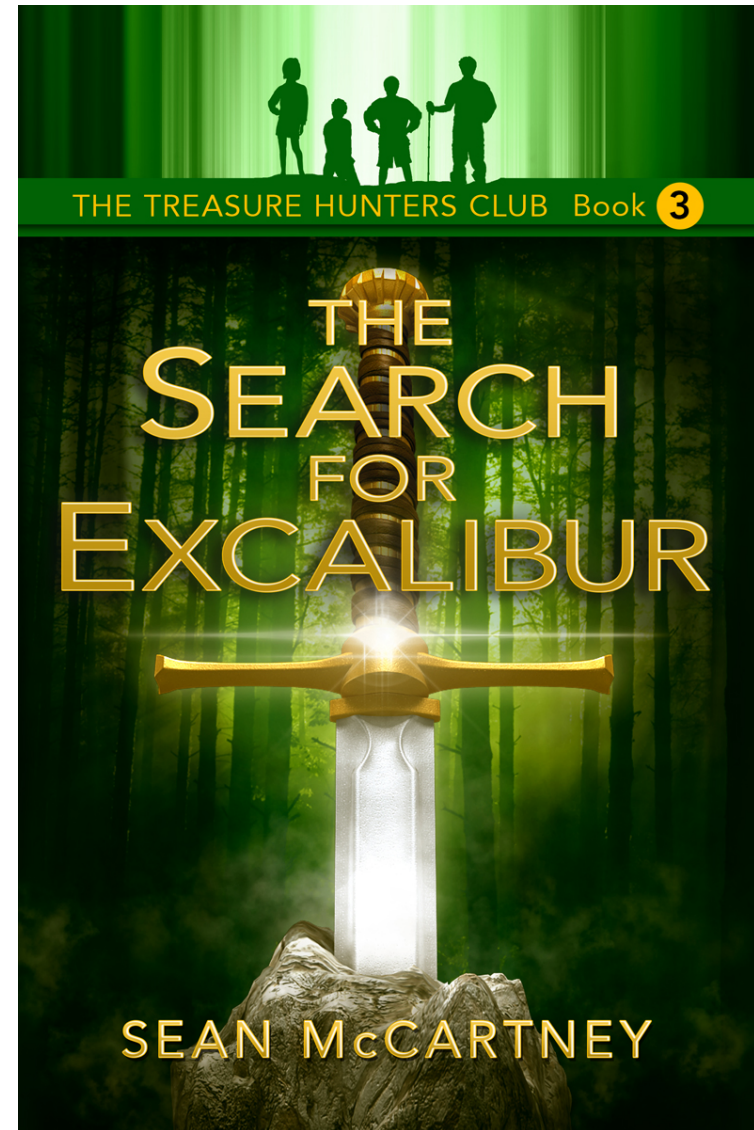


A Teacher's Guide for *The Search for Excalibur* can be found on Sean's website at www.sean-mccartney.com.



The Treasure Hunters Club
Book Three
The Search for Excalibur

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DISCUSSION GUIDE

ABOUT THE BOOK

When a secret government agency asks Tommy and the Club to help them search for the first of the twelve mythical treasures they can't resist the temptation.

Find King Arthur's sword Excalibur!

But a secret society known as the Brotherhood, led by a mysterious man known as the Baron, is also looking for the great weapon for their own use.

The Baron's goal? Acquire all of the Twelve Treasures and create a new world order.

Unbeknownst to the Treasure Hunters Club they have stumbled on a plot for world domination and a desire to awaken an old evil.

Join the Treasure Hunters Club on the quest for the Twelve Treasures as they race against evil with the fate of two worlds hanging in the balance and no points for second place.

ABOUT THE GUIDE

This guide includes discussion questions and activities that are meant to use the novel in classrooms, Book Clubs and other areas of study. It is strongly suggested that you also download the teacher's guide from ***Secrets of the Magical Medallions*** or ***Breaking the Beale Code*** to help with more beyond the novel activities.

DISCUSSION GUIDE

1. Summarize important facts that a reader of the series needs to know in order to understand it?
 2. Describe the real story behind the Golden Raft of El Dorado.
 3. Describe the mission of the Center for Mythological Artifacts? How is Wallace Thornberry so committed to his directive?
 4. The Club is intrigued about going after the sword Excalibur. What is something you would like to hunt for? Why? How would you go about doing it?
 5. If you were asked to help find something that could help the world would you? What reservations would you have about doing such a thing?
 6. Tommy has a dream about a Black Knight. Research the real story behind the Black Knight and his role in the Arthurian Legend.
 7. What is the importance of finding Excalibur? What would happen if it fell into the wrong hands?
 8. Who is Lance Geoffries? What role does he play in the story?
 9. How does Finn MacCool help the Club? Why does he give them such a hard time? What does he stand for? What warning does he give the Club and how they can beat it?
 10. Queen Guinevere tries to defeat the Treasure Hunters Club by making them see their futures. How did seeing them hurt the Club? How does Tommy turn the tables on the queen? How would you handle someone talking about your future?
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11. What role did Merlin play in helping the Club? Why does he want too?
12. Merlin explains that something is more powerful than Excalibur. What is it? Research what you find and describe in detail.
13. What is the relationship between Merlin and Nimue?
14. King Arthur comes to help Tommy. Why do you think Arthur doesn't just help the young treasure hunter?
15. Manuel and Grant Peterson form an alliance that is reminiscent of Germany and Spain. What was the real relationship between the two countries?
16. Tommy is challenged to return to the battle. He must overcome his fear to help his friends. Have you ever been in a situation when your fear stopped you from trying something? Describe.
17. Describe the various battles in the novel. Which one did you find most interesting? Why? Who would you not want to meet in the Enchanted Forest? Why?
18. How does the setting of this adventure differ from the other Treasure Hunters Club books? Why is the setting such an important element to the story?
19. The novel is full of interesting details that bring both characters and settings to life. What details were your favorites? Why?

20. Why do you think the story of King Arthur has lasted through the ages? What lessons can we learn from the stories that apply in today's world?



CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

PROJECTS

Language Arts

- Create a prediction guide chart as you read *The Search for Excalibur*. Each prediction should be based on facts gleaned from the story, your knowledge of story structure, and your understanding of the Irish myths. Use the following headings: Chapter, Major Events, and Predictions. On the back write a prediction for the next book in the Treasure Hunters Club series.
- As you read, create a cause-and-effect graphic organizer based on the choices the characters make along the path through the Enchanted Forest.
- Write a letter to your favorite Club member about their adventures. Explain which part of the stories is your favorite and why. Think of important questions you'd like to ask him too.

Art

- Draw, paint, or sculpt one of the mythological characters found in the Enchanted Forest based on the descriptions from the book and your excellent imagination.
- Design a WANTED poster for the other eleven mythical treasures. Research what you think they might be and why they would be sought by good and evil.
- Create a 3D scene from the story. Use whatever materials you would like and get as many details as possible into your art.

Characterization

- Purpose/Directions: The purpose of this strategy is to help students demonstrate knowledge of a character by following written prompts to complete a poem about the individual. Students can be given the prompts to follow on a worksheet, or alternatively, students may create an original slide show using PowerPoint or Movie Maker.

"I AM" Poem

FIRST STANZA:

I am (name the character)

I wonder (something the character is actually curious about)

I hear (an imaginary sound the character might hear)

I see (an imaginary sight the character might see)

I want (something the character truly desires)

SECOND STANZA:

I pretend (something the character actually pretends to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that really bothers the character)

I cry (something that makes the character very sad)

I am (the first line of the poem repeated)

THIRD STANZA:

I understand (something the character knows is true)

I say (something that the character believes in)

I dream (something the character might actually dream about)

I try (something the character really makes an effort to do)

I hope (something the character actually hopes for)

I am (the first line of the poem repeated)



ABOUT THE AUTHOR

Sean McCartney is a school counselor after having taught language arts for seventeen years. He lives in Canton, Ohio with his beautiful wife and two children.